



Kew Green Preparatory School

## **P.S.H.E./Life Skills and Citizenship Policy Document**

### **Introduction**

At Kew Green Preparatory School we recognise that Personal, Social, Health Education (P.S.H.E.) and Citizenship is designed to teach the core values expected in our school. Children will be taught the knowledge, attitudes and skills they need to become informed, active, responsible citizens, how to lead healthy lifestyles, manage their feelings and build positive relationships. P.S.H.E. and Citizenship promotes positive behaviour, mutual respect and self-awareness.

Kew Green view the acquisition of these values and the related knowledge, attitudes and skills to be of the utmost importance to our ethos as a school and so the teaching of P.S.H.E. and Citizenship is intended to be embedded in, as well as to reflect, the normal practice of the school in as many ways as possible. P.S.H.C.E is referred to as 'Life Skills', to enhance the importance of the subject.

This policy outlines the purpose, nature and management of P.S.H.E. and Citizenship teaching and learning throughout the school.

### **Aims**

#### **Aims for the P.S.H.C.E School Curriculum:**

- The school curriculum aims to provide opportunities for all pupils to learn and achieve.
- The school curriculum aims to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.
- Ensure children have the skills and knowledge required to become successful members of society, in an ever-changing world, full of technological advances.
- The school curriculum promotes Fundamental British Values.
- Promotes good physical and mental health.
- Citizenship focuses on and expands the social element of P.S.H.E. and is the study of what makes for a successful community, including our contributions as individuals.

## **Main Aims**

We aim to:

- Encourage children to maximise their own physical health and safety as a life investment and also to protect the health and safety of others.
- Extend children's range of communication skills, both verbal and non-verbal.
- Teach children to manage their relationships with their families, peers and teachers with greater awareness and skill.
- Enable children to become increasingly self-aware in their life choices.
- Develop and raise the self-esteem of the children.
- Maximise children's confidence in approaching important life decisions.
- Increase children's personal awareness and judgement of right and wrong.
- Increase children's awareness of their personal rights and responsibilities as well as being part of a group and a community.
- Infuse in children a heightened sense of justice and fairness.
- Increase children's understanding of issues concerned with the exercise of power and authority.
- Induce an appreciation of the purpose and function of rules and laws.
- Increase children's awareness of equality and diversity in our society.
- Introduce children to the democratic process and institutions.
- Increase children's skill at handling conflict and seeking cooperation.
- Increase children's awareness of issues concerning the environment and the ecosystem.
- Encourage children to reflect on their behaviour and think about their future choices
- Develop skills in managing stress and anxiety, for example the teaching of mindfulness and meditation.

## **Inclusion**

As a subject that reflects the ethos and values of the school, P.S.H.E. and Citizenship is committed to giving all children every opportunity to contribute and participate, regardless of their age, gender, ethnicity or disability. The provision for the construction of an inclusive, tolerant, respectful society is made explicitly through the current scheme of work and children will constantly be provided with positive images of race, gender and disability. Teaching and Learning – The Jigsaw Approach

### **Provision for children with Special Educational Needs:**

- Children who experience difficulties will be given extra help and guidance by the teacher to reinforce learning of skills and concepts
- They will be given opportunities to work on a group project with a more able child to enable them to experience success and satisfaction
- Children with outstanding abilities will be encouraged by providing opportunities for them to develop their thinking skills further and they will be introduced to new media, skills and concepts.

## **Scheme of Work**

Starting from September 2013 we took part in the pilot scheme for 'Jigsaw' and continue to use it. This is a comprehensive Scheme of Learning for PSHCE Education. The Jigsaw Approach is underpinned by mindfulness. The meaning of mindfulness in this context is two-fold: teaching information and skills to empower children to learn now and improve their life- chances later; aiming to help them develop personal awareness. This enables them to observe their own thoughts and feelings, regulate them and make conscious decisions about their learning, behaviour and lives. It helps them to remain focused on the present moment and thrive in it.

Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (puzzle) at the same time.

### **The Six Puzzles are**

Autumn 1:	Being Me in My World
Autumn 2:	Celebrating Difference
Spring 1:	Dreams and Goals
Spring 2:	Healthy Me
Summer 1:	Relationships
Summer 2:	Changing me

## **Early Years and Foundation Stage**

Personal, Social and Emotional Development – effective from September 2013 in line with the Statutory Framework

Within the EYFS there are 7 areas of learning:

1. Communication and language
2. Physical development
3. Personal, social and emotional development
4. Literacy
5. Mathematics
6. Understanding the world
7. Expressive arts and design

Our teaching and educational programmes involve activities and experiences for children as follows:

### **Personal, Social and emotional development – Early Learning Goals**

1. Children are confident to try new activities, and say why they like certain activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and choose the resources they need for a chosen activity. They say when they do or don't need help.
2. Children talk about how they and others' show feelings, talk about their own and others' behaviour, and its consequences and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
3. Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and positive relationships with adults and other children.

## **Key Stage 1 and 2**

As an explicit school subject, approximately one hour each week is allocated to the teaching of P.S.H.E. and Citizenship. In addition, as outlined in the following policy, many aspects may be taught through cross-curricular links and the ongoing pastoral structures of the school. A guided period of reflection is held throughout the school on a Friday afternoon for children to look back on the week.

- The components of the P.S.H.E. and Citizenship curriculum are taught explicitly through assigned lessons, using the curriculum laid out in the associated P.S.H.E. and Citizenship Scheme of Work.
- These components are also taught implicitly through the normal pastoral structures of the school such as themed school assemblies, charity events, visiting speakers, form tutor periods, the school's routines and its systems of reward and sanctions.
- In addition to this, the successful delivery of both subjects also depends on the example set by teachers as role models to the children in their everyday practice.
- P.S.H.E. and Citizenship are mainly taught through the model of community in the child's school, but this also extends to an increased awareness of children's local, regional, national and global communities.
- P.S.H.E. and Citizenship are suited to a wide variety of teaching strategies and styles, which should be reflected in the planning. There should be a mix of class teaching and outside teaching when possible; group work, paired work and individual work; within class teaching there can be a range of approaches including circle time, debates and games.
- The teaching of P.S.H.E. and Citizenship in the school promotes children's independent thinking, building upon children's own knowledge and experiences and extending their knowledge and understanding through open, dynamic and civilised discussion.
- Children are encouraged to appreciate different social and cultural backgrounds; to think openly and challenge stereotypes; to respect other children and their opinions.
- The homework component of this subject is informal, but regular reference should be made to children's lives outside school; effective teaching of the objectives should also elicit a variety of responses from children beyond the classroom environment.
- The teaching of P.S.H.E. and Citizenship also includes trips to important institutions such as the Houses of Parliament and inviting representatives of our local and wider community for special talks and assemblies.
- The school is a keen member of the Eco-Schools scheme and the current scheme of work dedicates a considerable part to increasing children's awareness of issues concerning the environment and the ecosystem.

## **Assessment and Recording**

- Child assessment can be done in a variety of ways: through written work, direct oral feedback, child presentations of various kinds, participation in debates and discussions, and most importantly, child demonstration of the relevant values in their wider school life.
- Assessment of the child's ability to empathise with others in the class and with the issues surrounding the topic/issue being discussed will be monitored. This will be done through discussions and written work.
- The main form of summative assessment is each child's annual school report.
- All children are assigned a P.S.H.E. and Citizenship book that they carry through to their final year at Kew Green, which can include records of personal achievement.
- At Reception level, records are kept of children's progress by using the standard formats for monitoring with EYFS.

## **Resources**

- The Jigsaw Approach folder (one for each year group)
- Jigsaw friends (one for each year group)
- Other resources, as they are indicated in the scheme of work, are constantly available from the PSHE Leader or from the school library.
- ICT references are included in the lesson plans.
- Meditation chimes

## **Contribution of P.S.H.E. and Citizenship in other curriculum areas**

- P.S.H.E. and Citizenship are fundamentally cross-curricular subjects and provide links with the curricula of other subjects, as they are able to embed these subjects in a wider value system.
- The pastoral leaders of the school, such as the Heads of Section, will already assume responsibility for imparting this 'curriculum' to both children and staff. As such, P.S.H.E. and Citizenship provide a direct link between the academic and pastoral structures of the school.
- P.S.H.E. and Citizenship are well-suited to a cross-curricular approach and links can be made with other curriculum areas such as English and Mathematics. Links to ICT are made explicit in the individual lesson plans. There are also links to Geography, History, P.E. and Science in the topics listed. Links may also be made at the medium term planning stage with Art, Music and French, in consultation with the relevant subject leaders.

## **Spiritual, Moral, Social and Cultural development**

Through teaching P.S.H.E. and Citizenship in our school, we provide opportunities for spiritual and moral development. Children are taught and acquire the knowledge, skills and values essential to a fulfilling membership of human society. We help children to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society and respect other cultures.

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